DOCUMENT RESUME

ED 372 121 TM 021 964

TITLE	State Student Assessment Programs. Midwestern Region.
INSTITUTION	North Central Regional Educational Lab., Oak Brook, IL.
PUB DATE	Sep 93
NOTE	48p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Databases; *Educational Assessment; Educational Planning; Elementary Secondary Education; Mathematics Tests; Program Descriptions; Questionnaires; *State Programs; *Student Evaluation; *Testing Programs; Test Results; *Test Use; Writing Evaluation
IDENTIFIERS	*North Central Regional Educational Laboratory; Performance Based Evaluation; *United States (Midwest)

ABSTRACT

Reports on the student assessment systems of states participating in the North Central Regional Educational Laboratory are presented. These reports were developed from the database of the Council of Chief State School Officers and the North Central Regional Educational Laboratory. Detailed information about each state's student assessment program design, purposes, and future plans is included in the database, which was prepared from questionnaires completed by the states. The reports are organized in the format of the questionnaire. The first section provides an overview of the current state assessment system. The second section focuses on nontraditional assessment practices, with subsections devoted to mathematics and writing assessments. The final section focuses on details of the current assessment system. States included are Indiana, Illinois, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. State programs examined in detail include: (1) the Illinois Goals Assessment Program, (2) Indiana Statewide Assessment, (3) the Michigan Educational Assessment Program, (4) the Minnesota Testing Program, (5) Ohio Ninth-Grade Proficiency Testing, (6) Ohio Norm-Referenced Achievement Tests, (7) Wisconsin's Third Grade Reading Test, and (8) the Wisconsin Student Assessment Program. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

000529

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. KROEGER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 372 121

State Student Assessment Programs

Midwestern Region

North Central Regional Educational Laboratory (NCREL)

September 1993

BEST COPY AVAILABLE

A Product of the Nation's Regional Educational Laboratories and National Research Centers

T-1021964

State Student Assessment Reports by Laboratory Regions

The enclosed reports were developed from the Council of Chief State School Officers (CCSSO) and the North Central Regional Educational Laboratory (NCREL) State Student Assessment Program Database. Detailed information about each state's student assessment program is included in the database. Collected in the 1992-93 school year, the state were asked to complete a survey of their student assessment activities. Included in the database is information about the design, purposes, and plans for the future of each state's assessment program.

At the request of the CCSSO, the Northwest Regional Educational Laboratory (NWREL) prepared and organized the reports about each state's student assessment program by the Educational Laboratory regions.

The reports are organized by the format of the original questionnaire completed for each state. The first section of the report provides an overview of the current state assessment system. The second section focuses on non-traditional assessment practices and in subsections, explores writing and mathematics assessments. The final section focuses on details of the current assessment system. This section is repeated for each component of the state's assessment system.

While only the state reports within each Educational Laboratory Region are included herein, a comprehensive database is available from NCREL. Any questions or comments about the contents of the database should be addressed to Ed Roeber, CCSSO, at (202) 336-7945 or Linda Bond, NCREL, at (317) 328-0639.

IA

Respondent: Ms. Diane Schnelker
Title: Chief, Bureau of Planning, Research, & Evaluation
Address: Iowa Department of Education
CityStZip: Grimes State Office Building
Phone: Des Moines IA 50319
FAX: (515)242-5986

1.1 Brief description of state's assessment programs, who is tested, why and how results are used:

Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis.

1.2 What important changes, if any, occurred in your state assessment programs last year?

An assessment oversight component was added to provisions for home schooling. The mandate provides alternatives for assessment programs but all must be reviewed by designated personnel.

The department was also given funds to establish a State Assessment Center to promote research and development of local assessments.

1.3 Are there changes you foresee for next year? If so, what are they?

1.4 What is your state's policy for including special needs students (those with IEPs or LEP) in your assessment programs?

Since Iowa has no mandated state assessment program, these policies are determined at the local level.

1.5 What is the level of funding and staffing for your program for the current fiscal year?

	Development	Scoring...	Printing	Training	Total
Clerical					
Professional					
Consultant					
Total FTE					
Dollars					

1.6 What training or dissemination materials or techniques has your agency developed that other states could use?

Department personnel serve primarily to facilitate discussion of assessment issues and techniques.

1.7 What new test development projects will your agency be working on next year?

The Department received funding to establish a State Assessment Center in the 1992 legislative session. This center is intended to promote research and development projects for local school

assessments.

1.8 Do students use calculators on your math or science tests?

	Math	Science
Used?		
Conditions of Use		
Degree of Use		

1.9 Please identify the testing services for which your state used contractors during the past year.

- ☐ Test development
- ☐ Test administration
- ☐ Test scoring
- ☐ Analysis
- ☐ Reporting
- ☐ Other

1.10 Please identify the contactors used this past year.

Part 2-A. Non-Traditional Test Items

2.1 Has your agency created any non-multiple choice exercises? ☐ Yes

If no do you plan to develop such items? ☐ Yes

Part 2-B. Writing Assessment

2.2 Does your agency currently assess writing or is it considering doing so?

No, and do not plan to do so in the near future

2.3 Which of the following assessment methods do you use?

Multiple choice items

- ☐ Standardized tests-MC
- ☐ Commercial tests-MC
- ☐ Other source-MC

Writing samples in response to standard prompts

- ☐ Standardized tests-WS
- ☐ Commercial tests-WS
- ☐ Other source-WS

☐ Samples of existing work, portfolios

2.4 In which grades do you test writing?

K	1	2	3	4	5	6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

2.5 In these grades, who do you test?

☐ Every pupil is tested ☐ Item sampling is used

2.6 How many writing samples do you assess per student per year?

2.7 Do you assess revisions? ☐ Yes

IL

Respondent: Dr. Mervin M. Brennan
Title: Acting Manager
Address: Illinois State Board of Education
CityStZip: Student Assessment Section E-230, 100 N. First St.
Phone: Springfield IL 62777-0001
FAX: (217)782-4823

1.1 Brief description of state's assessment programs, who is tested, why and how results are used:

All students in grades 3, 6, 8, and 10 are tested via the Illinois Goal Assessment Program (IGAP) in reading, mathematics, and writing. All students in grades 4, 7, and 11 are tested via IGAP in science and social science. Results are used for trend comparisons, norm comparisons, and comparisons to the criterion-referenced state standards. At the state level, they are used for accountability, school designations and recognition status, and policymaking. At the school level they are used for program evaluation and school improvement planning.

1.2 What important changes, if any, occurred in your state assessment programs last year?

Standards for exceeding, meeting, and not meeting state goals have been established. An outcomes-based recognition system has been set in place. The grade levels and subjects tested have been changed and are now the ones cited above in 1.1.

1.3 Are there changes you foresee for next year? If so, what are they?

Science and social science will be tested via IGAP at grades 4, 7, and 11 in spring 1993. Application of the standards via the Illinois Public School Recognition System. Both are mandated by legislation.

1.4 What is your state's policy for including special needs students (those with IEPs or LEP) in your assessment programs?

All IEP and LEP students are to be included unless they are justifiably excluded. IEP and LEP students may only be excluded by official signatory after legally bonafide staffings recommend exclusion. LEP students may be excluded no more than one year. Criteria will be further specified by legislative rules and State Board policies to be developed in the next two years.

1.5 What is the level of funding and staffing for your program for the current fiscal year?

	Development	Scoring...	Printing	Training	Total
Clerical	3				3
Professional	11				11
Consultant					
Total FTE	14				14
Dollars	1000000	1500000	2000000	261000	4761000

1.6 What training or dissemination materials or techniques has your agency developed that other states could use?

Manuals, sample test booklets, videotapes, telecommunication conferences, summary diskettes with school level data.

1.7 What new test development projects will your agency be working on next year?

Open-ended items Performance assessment prototypes in seven areas: reading, writing, mathematics, social science, health and physical development, and fine arts.

1.8 Do students use calculators on your math or science tests?

	Math	Science
Used?	Yes	Yes
Conditions of Use		
Degree of Use		

1.9 Please identify the testing services for which your state used contractors during the past year.

- ☐ Test development
- ☒ Test administration
- ☐ Test scoring
- ☒ Analysis
- ☒ Reporting
- ☐ Other

1.10 Please identify the contactors used this past year.

Contractor: Measurement Incorporated
Address: 2408 Reichard Street
City: Durham NC 27705
Phone: 477-9833 Fax:
Service: Scoring of writing and other open-ended assessments

Contractor: MetriTech, Inc
Address: 111 North Market Street
City: Champaign, IL 61820
Phone: 398-4868 Fax: 398-4798
Service: Assessment development; technical position

Contractor: National Computer Systems
Address: 1820 Boyrum Road
City: Iowa City IA 52240
Phone: 553-5553 Fax: 553-5477
Service: Testing and scoring services

Part 2-A. Non-Traditional Test Items

2.1 Has your agency created any non-multiple choice exercises? ☒ Yes
If no do you plan to develop such items? ☒ Yes

	Reading	Enhance multiple choice	Ready for use	Not available/secured
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12			
	☐☐☐☒☐☐☒☐☒☐☒☐☐			

Part 2-B. Writing Assessment

2.2 Does your agency currently assess writing or is it considering doing so?

Yes, currently test writing

2.3 Which of the following assessment methods do you use?

Multiple choice items

- ☐ Standardized tests-MC
- ☐ Commercial tests-MC
- ☒ Other source-MC

Writing samples in response to standard prompts

- ☐ Standardized tests-WS
- ☐ Commercial tests-WS
- ☒ Other source-WS

☐ Samples of existing work, portfolios

2.4 In which grades do you test writing?

K	1	2	3	4	5	6	7	8	9	10	11	12
☐	☐	☐	☒	☐	☐	☒	☐	☒	☐	☒	☐	☐

2.5 In these grades, who do you test?

☒ Every pupil is tested ☐ Item sampling is used

2.6 How many writing samples do you assess per student per year?

grade 3 = 1; grades 6, 8, 10 = 2--1993-grades 6, 8

2.7 Do you assess revisions? ☒ Yes

2.8 How much time does a student have to produce a writing sample?

On demand **Hours:** **Minutes:** 40

Weeks: **Days:**

2.9 What method do you use for scoring?

☐ Analytic ☐ Holistic ☒ Other method

2.10 Who developed the scoring rubric?

State Board staff and Illinois

2.11 Who scores the writing samples?

☐ Teachers in state ☒ Commercial company ☐ Other

2.12 Do you provide teacher training? ☒ Yes

2.13 In which content areas do you assess writing or are you considering doing so?

Currently test writing in:	Considering testing writing in:
☐ History, social studies	☒ History, social studies
☐ Science	☒ Science
☐ Math	☒ Math

2.14 Do you currently assess writing in cooperative group settings?

No

2.15 What technical assistance or research information related to writing would be helpful to you?

Research with word processors writing in subject areas Different kinds of prompts using portfolios

Part 2-C Mathematics Portfolios

2.16 Please describe the current status of state-sponsored efforts to develop portfolio based assessments in mathematics.

Planning to develop

2.17 Are complementary changes to your state's mathematics curriculum guidelines being planned or implemented to support the use of portfolios?

☐ Yes

If "yes," please describe:

2.18 Do you have any written materials available that describe your state's efforts to develop or implement portfolio-based assessments?

☐ Yes

2.19 Who should be contacted for further information?

Dennis Goedecke

2.20 Are you aware of any local or regional efforts in your state to develop and implement the use of portfolio-based assessments in mathematics? If so, please indicate where these efforts are occurring and, if possible, the name of a contact person for each site.

Part 3. Program Components

Illinois Goals Assessment Program

Contact: Dennis Goedeck (217)782-4823

3.1 Purposes of component:

All students at specified grade levels for school accountability

3.2 Subjects, grades and numbers of students tested:

	Math	Reading	Science	Social Studies	Writing
K					
1					
2					
3	125000	125000			125000
4			122000	122000	
5					
6	125000	125000			125000
7			117000	117000	
8	115000	115000			115000
9					
10	115000	115000			115000
11			103000	103000	
12					
Total	480000	480000	220000	220000	480000

3.3 Which year was this assessment component first used in schools?

1988-1989

3.4 Who initially authorized the creation of this assessment component?

Legislative Mandate

3.5 What methods determine which students are assessed?

- ☒ Universe
- ☐ Stratified random sampling
- ☐ Simple random sampling
- ☐ Cluster Sampling
- ☐ Other sampling

3.6 What test items are given to students? Different forms are used

3.7 What types of test or assessments are used?

- ☒ Norm Referenced Testing (NRT)
- ☒ Criterion Referenced Testing (CRT)
- ☐ Performance Testing
- ☐ Portfolio Assessment
- ☒ Writing Samples
- ☐ Others

3.8 Are the tests normed? Yes

If yes, what norms are used to report scores?

☐ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☐ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

3.11 What uses are made of the results of the assessment?

☐ Kg/Grade1 readiness
☐ Student diagnosis or placement
☐ Student promotion
☐ High school graduation
☐ High school skills guarantee
☐ Improvement of instruction, curriculum
☐ Program evaluation
☐ School performance reporting, accountability
☐ School accreditation
☐ Student awards or recognition
☐ School awards or recognition
☐ Teacher evaluation or certification
☐ Teacher awards or recognition
☐ Other

3.12 Is this assessment program audited? Yes

Is this assessment program evaluated? Yes

IN

Respondent: Dr. Rick Peters
Title: Director, Division of School Assessment
Address: State House, Room 229
CityStZip: Indianapolis IN 46204
Phone: (317)232-9050
FAX: (317)232-9121

1.1 Brief description of state's assessment programs, who is tested, why and how results are used:

Students in grades 2, 3, 6, 8, and 9 are tested. Purposes include: accountability, student diagnostic information, remediation or retention decisions, policymaking information re programs, and overall "health" of education in Indiana.

1.2 What important changes, if any, occurred in your state assessment programs last year?

Standards for remediation were made more stringent.
Curricular content changed to align more with NCTM standards.
Funding for remediation was cut by legislature.

1.3 Are there changes you foresee for next year? If so, what are they?

Probably not.

1.4 What is your state's policy for including special needs students (those with IEPs or LEP) in your assessment programs?

LEP students are exempt until they develop English proficiency. Special education students are tested or not according to IEP.

1.5 What is the level of funding and staffing for your program for the current fiscal year?

	Development	Scoring...	Printing	Training	Total
Clerical					
Professional					
Consultant					
Total FTE					
Dollars					2000000

1.6 What training or dissemination materials or techniques has your agency developed that other states could use?

Guide to Test Interpretation, Test Program Manual

1.7 What new test development projects will your agency be working on next year?

New legislation calls for development of tests in grades 4 and 8, with an exit test for high school graduation. Format and content are to be decided by the State Board of Education. Additional

Certificates of Mastery may be earned by students after passage of the exit examination

1.8 Do students use calculators on your math or science tests?

	Math	Science
Used?	Yes	Yes
Conditions of Use		
Degree of Use		

1.9 Please identify the testing services for which your state used contractors during the past year.

- ☐ Test development
- ☐ Test administration
- ☐ Test scoring
- ☐ Analysis
- ☐ Reporting
- ☐ Other

1.10 Please identify the contactors used this past year.

Contractor: CTB/MacMillan/MGraw-Hill
Address: 2500 Garden Road
City: Monterey CA
Service: Development, scoring, and reporting

Part 2-A. Non-Traditional Test Items

2.1 Has your agency created any non-multiple choice exercises? ☐ Yes
If no do you plan to develop such items? ☐ Yes

Math — Short answer open ended — Piloted, being refined — Not available/secured

Grades: K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Writing — Portfolio or learning record — Piloted, being refined — Not available/secured

Grades: K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Part 2-B. Writing Assessment

2.2 Does your agency currently assess writing or is it considering doing so?

No, but did so in the past

2.3 Which of the following assessment methods do you use?

Multiple choice items

- ☐ Standardized tests-MC
- ☐ Commercial tests-MC
- ☐ Other source-MC

Writing samples in response to standard prompts

- ☐ Standardized tests-WS
- ☐ Commercial tests-WS
- ☐ Other source-WS

☐ Samples of existing work, portfolios

2.4 In which grades do you test writing?

K 1 2 3 4 5 6 7 8 9 10 11 12

☐☐☐☐☐☐☐☐☐☐☐☐☐

2.5 In these grades, who do you test?

☐ Every pupil is tested ☐ Item sampling is used

2.6 How many writing samples do you assess per student per year?

2.7 Do you assess revisions? ☐ Yes

2.8 How much time does a student have to produce a writing sample?

Hours: **Minutes:**

Weeks: **Days:**

2.9 What method do you use for scoring?

☐ Analytic ☐ Holistic ☐ Other method

2.10 Who developed the scoring rubric?

2.11 Who scores the writing samples?

☐ Teachers in state ☐ Commercial company ☐ Other

2.12 Do you provide teacher training? ☐ Yes

2.13 In which content areas do you assess writing or are you considering doing so?

Currently test writing in:	**Considering testing writing in:**
☐ History, social studies	☐ History, social studies
☐ Science	☐ Science
☐ Math	☐ Math

2.14 Do you currently assess writing in cooperative group settings?

2.15 What technical assistance or research information related to writing would be helpful to you?

Information rearding process writing and scoring of porfolios.

Part 2-C Mathematics Portfolios

2.16 Please describe the current status of state-sponsored efforts to develop portfolio based assessments in mathematics.

None

2.17 Are complementary changes to your state's mathematics curriculum guidelines being planned or implemented to support the use of portfolios?

☐ Yes

If "yes," please describe:

2.18 Do you have any written materials available that describe your state's efforts to develop or implement portfolio-based assessments?

☐ Yes

2.19 Who should be contacted for further information?

2.20 Are you aware of any local or regional efforts in your state to develop and implement the use of portfolio-based assessments in mathematics? If so, please indicate where these efforts are occurring and, if possible, the name of a contact person for each site.

Part 3. Program Components

Statewide Assessment

Contact: Dr. Rick Peters (317)232-9050

3.1 Purposes of component:

Accountability, diagnosis, remediation/retention, policy making, educational "health"

3.2 Subjects, grades and numbers of students tested:

	Language Arts	Math	Science	Social Studies
K				
1				
2	67500	67500		
3	68000	68000	68000	68000
4				
5				
6	67800	67800	67800	67800
7				
8	64000	64000	64000	64000
9	63000	63000		
10				
11				
12				
Total	330300	330300	199800	199800

3.3 Which year was this assessment component first used in schools?

1986-1987

3.4 Who initially authorized the creation of this assessment component?

Legislative Mandate

3.5 What methods determine which students are assessed?

- ☒ Universe
- ☐ Stratified random sampling
- ☐ Simple random sampling
- ☐ Cluster Sampling
- ☐ Other sampling

3.6 What test items are given to students? All receive same items

3.7 What types of test or assessments are used?

- ☒ Norm Referenced Testing (NRT)
- ☒ Criterion Referenced Testing (CRT)
- ☐ Performance Testing
- ☐ Portfolio Assessment
- ☐ Writing Samples
- ☐ Others

3.8 Are the tests normed? Yes

If yes, what norms are used to report scores?

☒ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☒ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☒ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

CTBS/4, survey edition

3.11 What uses are made of the results of the assessment?

☒ Kg/Grade1 readiness
☒ Student diagnosis or placement
☒ Student promotion
☐ High school graduation
☐ High school skills guarantee
☒ Improvement of instruction, curriculum
☒ Program evaluation
☒ School performance reporting, accountability
☒ School accreditation
☐ Student awards or recognition
☒ School awards or recognition
☐ Teacher evaluation or certification
☐ Teacher awards or recognition
☐ Other

3.12 Is this assessment program audited? No

Is this assessment program evaluated? Yes

MI

Respondent: Dr. Sharif Shakrani
Title: Supervisor, Educational Assessment Program
Address: P.O. Box 30008
CityStZip: Lansing MI 48909
Phone: (517)373-8393
FAX: (517)335-1186

1.1 Brief description of state's assessment programs, who is tested, why and how results are used:

The Michigan Educational Assessment Program (MEAP) assesses all 4th, 7th, and 10th graders in mathematics and reading, and all 5th, 8th, and 11th graders in science. The tests are objective-referenced and measure predescribed state goals and objectives. The state also assesses other subject areas on a sampling basis.

1.2 What important changes, if any, occurred in your state assessment programs last year?

The high school tests are now being used as criteria for awarding state endorsement on high school diploma.

1.3 Are there changes you foresee for next year? If so, what are they?

There will be a new science assessment to reflect the new science goals and objectives.

1.4 What is your state's policy for including special needs students (those with IEPs or LEP) in your assessment programs?

If a student received 50 percent or more of his or her mathematics or reading instruction in the general education classes, then the student must be tested in the MEAP.

1.5 What is the level of funding and staffing for your program for the current fiscal year?

	Development	Scoring...	Printing	Training	Total
Clerical	3.25	0	0	0	3.25
Professional	10.8	0	0	0	10.8
Consultant	4	7.3	10	1.6	24
Total FTE	18.35	7.3	10.8	1.6	38.05
Dollars	916000	365000	539000	80000	1900000

1.6 What training or dissemination materials or techniques has your agency developed that other states could use?

1. Use of mathematics assessment results 2. Reading assessment training

1.7 What new test development projects will your agency be working on next year?

1. Science Assessment 2. High School Proficiency Examination 3. Employability Skills Assessment

1.8 Do students use calculators on your math or science tests?

	Math	Science
Used?	No	Yes
Conditions of Use	Encouraged	
Degree of Use	Parts	

1.9 Please identify the testing services for which your state used contractors during the past year.

- ☐ Test development
- ☐ Test administration
- ☐ Test scoring
- ☐ Analysis
- ☐ Reporting
- ☐ Other

1.10 Please identify the contactors used this past year.

Contractor: National Computer Systems
City: Iowa City IA
Service: Test administration

Part 2-A. Non-Traditional Test Items

2.1 Has your agency created any non-multiple choice exercises? ☐ Yes
If no do you plan to develop such items? ☐ Yes

Health Education	Short answer open ended	Begun development	May be examined but not used

Grades: K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Math	Short answer open ended	Begun development	May be examined but not used

Grades: K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Reading	Short answer open ended	Begun development	May be examined but not used

Grades: K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Part 2-B. Writing Assessment

2.2 Does your agency currently assess writing or is it considering doing so?
No, but plan to do so within 5 years

2.3 Which of the following assessment methods do you use?

Multiple choice items

- ☐ Standardized tests-MC
- ☐ Commercial tests-MC
- ☐ Other source-MC

Writing samples in response to standard prompts

- ☐ Standardized tests-WS
- ☐ Commercial tests-WS
- ☐ Other source-WS

☐ Samples of existing work, portfolios

2.4 In which grades do you test writing?

K 1 2 3 4 5 6 7 8 9 10 11 12

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

2.5 In these grades, who do you test?

☐ Every pupil is tested ☐ Item sampling is used

2.6 How many writing samples do you assess per student per year?

2.7 Do you assess revisions? ☐ Yes

2.8 How much time does a student have to produce a writing sample?

Hours: **Minutes:**

Weeks: **Days:**

2.9 What method do you use for scoring?

☐ Analytic ☐ Holistic ☐ Other method

2.10 Who developed the scoring rubric?

2.11 Who scores the writing samples?

☐ Teachers in state ☐ Commercial company ☐ Other

2.12 Do you provide teacher training? ☐ Yes

2.13 In which content areas do you assess writing or are you considering doing so?

Currently test writing in:

☐ History, social studies
☐ Science
☐ Math

Considering testing writing in:

☐ History, social studies
☐ Science
☐ Math

2.14 Do you currently assess writing in cooperative group settings?

2.15 What technical assistance or research information related to writing would be helpful to you?

Can writing be assessed reliably within the context of other subject areas (i.e. science, reading, mathematics, employability skills)?

Part 2-C Mathematics Portfolios

2.16 Please describe the current status of state-sponsored efforts to develop portfolio based assessments in mathematics.

None

2.17 Are complementary changes to your state's mathematics curriculum guidelines being planned or implemented to support the use of portfolios?

☐ Yes

If "yes," please describe:

2.18 Do you have any written materials available that describe your state's efforts to develop or implement portfolio-based assessments?

☐ Yes

2.19 Who should be contacted for further information?

2.20 Are you aware of any local or regional efforts in your state to develop and implement the use of portfolio-based assessments in mathematics? If so, please indicate where these efforts are occurring and, if possible, the name of a contact person for each site.

Part 3. Program Components

Michigan Educational Assessment Program-MEAP

Contact: Betty Stevens (S (517)373-8393

3.1 Purposes of component:

Assessing reading, math, and science knowledge of students

3.2 Subjects, grades and numbers of students tested:

	Math	Reading	Science
K			
1			
2			
3			
4	115482	115218	
5			114790
6			
7	112608	112319	
8			108146
9			
10	97970	97272	
11			91845
12			
Total	210578	209591	314781

3.3 Which year was this assessment component first used in schools?

1986

3.4 Who initially authorized the creation of this assessment component?

Legislative Mandate

3.5 What methods determine which students are assessed?

- ☒ Universe
- ☐ Stratified random sampling
- ☐ Simple random sampling
- ☐ Cluster Sampling
- ☐ Other sampling

3.6 What test items are given to students? All receive same items

3.7 What types of test or assessments are used?

- ☐ Norm Referenced Testing (NRT)
- ☒ Criterion Referenced Testing (CRT)
- ☐ Performance Testing
- ☐ Portfolio Assessment
- ☐ Writing Samples
- ☐ Others

3.8 Are the tests normed? No

If yes, what norms are used to report scores?

☐ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☐ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

3.11 What uses are made of the results of the assessment?

☐ Kg/Grade1 readiness
☐ Student diagnosis or placement
☐ Student promotion
☐ High school graduation
☐ High school skills guarantee
☐ Improvement of instruction, curriculum
☐ Program evaluation
☐ School performance reporting, accountability
☐ School accreditation
☐ Student awards or recognition
☐ School awards or recognition
☐ Teacher evaluation or certification
☐ Teacher awards or recognition
☐ Other

3.12 Is this assessment program audited? Yes

Is this assessment program evaluated? No

MN

Respondent: Mr. Bill McMillian
Title: Manager, Assessment and Evaluation
Address: Minnesota State Dept. of Education
CityStZip: 550 Cedar Street
Phone: St. Paul MN 55345
FAX: (612)296-6002

1.1 Brief description of state's assessment programs, who is tested, why and how results are used:

We conduct statewide, local assessment and item bank programs. Samples of students are tested in seven curriculum areas in four-year cycles. All students are tested on a four-year cycle at the district level. Results are used for accountability and improvement at the state and local levels.

1.2 What important changes, if any, occurred in your state assessment programs last year?

Significant improvements in the use of CD technology.

1.3 Are there changes you foresee for next year? If so, what are they?

Major department restructuring will have an unknown impact.

1.4 What is your state's policy for including special needs students (those with IEPs or LEP) in your assessment programs?

Included at school discretion and identification on answer form.

1.5 What is the level of funding and staffing for your program for the current fiscal year?

	Development	Scoring...	Printing	Training	Total
Clerical					
Professional					
Consultant					
Total FTE					
Dollars					

1.6 What training or dissemination materials or techniques has your agency developed that other states could use?

Videos on the conduct of performance assessments.

1.7 What new test development projects will your agency be working on next year?

We will be working on mathematics, music, language arts.

1.8 Do students use calculators on your math or science tests?

	Math	Science
Used?	No	
Conditions of Use	Permitted	
Degree of Use	Whole test	

1.9 Please identify the testing services for which your state used contractors during the past year.

- ☐ Test development
- ☐ Test administration
- ☐ Test scoring
- ☐ Analysis
- ☐ Reporting
- ☒ Other

1.10 Please identify the contactors used this past year.

Contractor: University of Minnesota
Address: Mpls.
Service: Printing test booklets

Part 2-A. Non-Traditional Test Items

2.1 Has your agency created any non-multiple choice exercises? ☐ Yes
If no do you plan to develop such items? ☐ Yes

Math	Short answer open ended	Piloted, being refined	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐ ☐ ☐ ☐		
Reading	Short answer open ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐		
Reading	Individual performance assessment	Ready for use	May be used by other states
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☐ ☒ ☐		
Reading	Group performance	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐		
Reading	Project, exhibition, demonstration	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐		
Reading	Project, exhibition, demonstration	Ready for use	May be used by other states
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☐ ☒ ☐		
Writing	Short answer open ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☐		

Writing	Short answer open ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐		
Writing	Short answer open ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐		
Writing	Individual performance assessment	Ready for use	May be used by other states
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☐ ☐ ☒ ☐		

Part 2-B. Writing Assessment

2.2 Does your agency currently assess writing or is it considering doing so?

Yes, currently test writing

2.3 Which of the following assessment methods do you use?

Multiple choice items

- ☐ Standardized tests-MC
- ☐ Commercial tests-MC
- ☐ Other source-MC

Writing samples in response to standard prompts

- ☐ Standardized tests-WS
- ☐ Commercial tests-WS
- ☐ Other source-WS

☐ Samples of existing work, portfolios

2.4 In which grades do you test writing?

K 1 2 3 4 5 6 7 8 9 10 11 12

☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐ ☒ ☐ ☒ ☐

2.5 In these grades, who do you test?

☐ Every pupil is tested ☒ Item sampling is used

2.6 How many writing samples do you assess per student per year?

1

2.7 Do you assess revisions? ☐ Yes

2.8 How much time does a student have to produce a writing sample?

Extended reponse period **Hours:** **Minutes:**

Weeks: **Days:** 3

2.9 What method do you use for scoring?

☐ Analytic ☒ Holistic ☐ Other method

2.10 Who developed the scoring rubric?

MN Teachers

2.11 Who scores the writing samples?

☐ Teachers in state ☐ Commercial company ☐ Other

2.12 Do you provide teacher training? ☐ Yes

2.13 In which content areas do you assess writing or are you considering doing so?

Currently test writing in:	Considering testing writing in:
☐ History, social studies	☐ History, social studies
☐ Science	☐ Science
☐ Math	☐ Math

2.14 Do you currently assess writing in cooperative group settings?

No

2.15 What technical assistance or research information related to writing would be helpful to you?

Part 2-C Mathematics Portfolios

2.16 Please describe the current status of state-sponsored efforts to develop portfolio based assessments in mathematics.

None

2.17 Are complementary changes to your state's mathematics curriculum guidelines being planned or implemented to support the use of portfolios?

☐ Yes

If "yes," please describe:

2.18 Do you have any written materials available that describe your state's efforts to develop or implement portfolio-based assessments?

☐ Yes

2.19 Who should be contacted for further information?

2.20 Are you aware of any local or regional efforts in your state to develop and implement the use of portfolio-based assessments in mathematics? If so, please indicate where these efforts are occurring and, if possible, the name of a contact person for each site.

Part 3. Program Components

Minnesota Testing Program

Contact: William McMillı (612)296-6002

3.1 Purposes of component:

Curriculum improvement for planning, evaluating, and reporting

3.2 Subjects, grades and numbers of students tested:

	English Conventions	Health Education	Math	Music	Reading	Science	Social Studies	Visual Arts
K								
1								
2								
3								
4		7200		4700				
5			9500					4100
6	9000				10000	10000	8000	
7								
8		6600	6600	4700				3700
9	8000				9100	9500	7300	
10								
11	8300	5000	5000	3300	8700	7700	6300	3100
12								
Total	25300	11600	21100	8000	27800	27200	21600	10900

	Writing
	6100
	5700
	5300
	17100

3.3 Which year was this assessment component first used in schools?

1986-1987

3.4 Who initially authorized the creation of this assessment component?

Legislative Mandate

3.5 What methods determine which students are assessed?

☐ Universe ☐ Cluster Sampling

☐ Stratified random sampling ☐ Other sampling
☐ Simple random sampling

3.6 What test items are given to students? Item or matrix sampling is used

3.7 What types of test or assessments are used?

☐ Norm Referenced Testing (NRT) ☐ Portfolio Assessment
☐ Criterion Referenced Testing (CRT) ☐ Writing Samples
☐ Performance Testing ☐ Others

3.8 Are the tests normed? Yes

If yes, what norms are used to report scores?

☐ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☐ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

3.11 What uses are made of the results of the assessment?

☐ Kg/Grade1 readiness ☐ School performance reporting, accountability
☐ Student diagnosis or placement ☐ School accreditation
☐ Student promotion ☐ Student awards or recognition
☐ High school graduation ☐ School awards or recognition
☐ High school skills guarantee ☐ Teacher evaluation or certification
☐ Improvement of instruction, curriculum ☐ Teacher awards or recognition
☐ Program evaluation ☐ Other

3.12 Is this assessment program audited? Yes

Is this assessment program evaluated? Yes

OH

Respondent: Dr. E. Roger Trent
Title: Director, Education Services
Address: Ohio Department of Education
CityStZip: 65 South Front Street, Room 811
Phone: Columbus OH 43266-0308
FAX: (614)466-3224

1.1 Brief description of state's assessment programs, who is tested, why and how results are used:

(Ach/Abil) Norm-referenced achievement tests in reading, language and mathematics are selected from approved list; administered at grades 4, 6, and 8; and results are collected, aggregated, and reported by the state. Program began in 1989-90.
(HSPT) Ninth-grade proficiency tests in reading, writing, mathematics, and citizenship are required for graduation. Tests are administered twice each year. Students retake any failed test until the standard is met. Program began 1990-1991.

1.2 What important changes, if any, occurred in your state assessment programs last year?

Effective in 1992-1993, high schools are not required to administer the norm-referenced tests in grade 10 as has been required the past two years. Also, the requirement to administer school ability tests at grades 4, 6, and 8 was rescinded effective this school year.

1.3 Are there changes you foresee for next year? If so, what are they?

Twelfth-grade proficiency tests in reading, writing, mathematics, and citizenship will be administered initially in 1993-94. Fourth grade tests in the same areas will be given in 1994-95. Sixth grade tests are added in 1995-96. Science will be added at all four grades in 1995-96. NRTs will be phased out: 4th grade in 1994-95, 6th and 8th in 1995-96. The certificate of attendance, diploma with commendation, and diploma with distinction (all tied to tests) are replaced in 1993-94 by a diploma (9th grade tests required) and an honors diploma (tests not required).

1.4 What is your state's policy for including special needs students (those with IEPs or LEP) in your assessment programs?

Unless excluded by the IEP, all students are required to take the tests. However, schools may delay testing students until they achieve some proficiency in English (decisions are made locally).

1.5 What is the level of funding and staffing for your program for the current fiscal year?

	Development	Scoring...	Printing	Training	Total
Clerical					1
Professional					5
Consultant					125
Total FTE					131
Dollars					2900000

1.6 What training or dissemination materials or techniques has your agency developed that other states could use?
Ohio's training materials are designed specifically for Ohio's testing programs.

1.7 What new test development projects will your agency be working on next year?
Continued development on 9th and 12th grade tests. Initial development of 4th and 6th grade tests.

1.8 Do students use calculators on your math or science tests?

	Math	Science
Used?	No	
Conditions of Use	Permitted	
Degree of Use	Whole test	

1.9 Please identify the testing services for which your state used contractors during the past year.

☐ Test development ☐ Analysis
☐ Test administration ☐ Reporting
☐ Test scoring ☐ Other

1.10 Please identify the contactors used this past year.

Contractor: ACT
City: Iowa City IA
Service: 12th grade test development

Contractor: IOX Assessment Associates
City: Los Angeles CA
Service: 9th grade test development

Contractor: National Computer Systems
City: Iowa City IA
Service: Test scoring, analysis, reporting (grade 9)

Contractor: The Psychological Corporation
City: San Antonio TX
Service: Test scoring, analysis, reporting (9th grade)

Part 2-A. Non-Traditional Test Items

2.1 Has your agency created any non-multiple choice exercises? ☐ Yes
If no do you plan to develop such items? ☐ Yes

Math ☐ Enhance multiple choice ☐ Begun development ☐ Not available/secured
Grades: K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Writing ☐ Extended response open-ended ☐ Ready for use ☐ Not available/secured
Grades: K 1 2 3 4 5 6 7 8 9 10 11 12
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Part 2-B. Writing Assessment

2.2 Does your agency currently assess writing or is it considering doing so?

Yes, currently test writing

2.3 Which of the following assessment methods do you use?

Multiple choice items

- ☐ Standardized tests-MC
- ☐ Commercial tests-MC
- ☐ Other source-MC

Writing samples in response to standard prompts

- ☐ Standardized tests-WS
- ☐ Commercial tests-WS
- ☐ Other source-WS

☐ Samples of existing work, portfolios

2.4 In which grades do you test writing?

K	1	2	3	4	5	6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

2.5 In these grades, who do you test?

☐ Every pupil is tested ☐ Item sampling is used

2.6 How many writing samples do you assess per student per year?

2

2.7 Do you assess revisions? ☐ Yes

2.8 How much time does a student have to produce a writing sample?

On demand **Hours:** 2 **Minutes:** 30

Weeks: **Days:**

2.9 What method do you use for scoring?

☐ Analytic ☐ Holistic ☐ Other method

2.10 Who developed the scoring rubric?

Ohio writing teachers

2.11 Who scores the writing samples?

☐ Teachers in state ☐ Commercial company ☐ Other

2.12 Do you provide teacher training? ☐ Yes

2.13 In which content areas do you assess writing or are you considering doing so?

Currently test writing in:	**Considering testing writing in:**
☐ History, social studies	☐ History, social studies
☐ Science	☐ Science

☐ Math ☐ Math

2.14 Do you currently assess writing in cooperative group settings?

No

2.15 What technical assistance or research information related to writing would be helpful to you?

None at this time. Due to the "high stakes" nature of the program, many different consultants are used currently.

Part 2-C Mathematics Portfolios

2.16 Please describe the current status of state-sponsored efforts to develop portfolio based assessments in mathematics.

None

2.17 Are complementary changes to your state's mathematics curriculum guidelines being planned or implemented to support the use of portfolios?

☐ Yes

If "yes," please describe:

2.18 Do you have any written materials available that describe your state's efforts to develop or implement portfolio-based assessments?

☐ Yes

2.19 Who should be contacted for further information?

2.20 Are you aware of any local or regional efforts in your state to develop and implement the use of portfolio-based assessments in mathematics? If so, please indicate where these efforts are occurring and, if possible, the name of a contact person for each site.

Part 3. Program Components

Ninth-Grade Proficiency Testing

Contact: Janet Crandell (614)466-0223

3.1 Purposes of component:

Graduation requirement

3.2 Subjects, grades and numbers of students tested:

	Citizenship	Math	Reading	Writing
K				
1				
2				
3				
4				
5				
6				
7				
8				
9	126725	128220	125510	124680
10				
11	?	?	?	?
12	?	?	?	?
Total	126725	128220	125510	124680

3.3 Which year was this assessment component first used in schools?

1990-1991

3.4 Who initially authorized the creation of this assessment component?

State board action

3.5 What methods determine which students are assessed?

- ☒ Universe
- ☐ Stratified random sampling
- ☐ Simple random sampling
- ☐ Cluster Sampling
- ☐ Other sampling

3.6 What test items are given to students? All receive same items

3.7 What types of test or assessments are used?

- ☐ Norm Referenced Testing (NRT)
- ☒ Criterion Referenced Testing (CRT)
- ☐ Performance Testing
- ☐ Portfolio Assessment
- ☒ Writing Samples
- ☐ Others

3.8 Are the tests normed? No

If yes, what norms are used to report scores?

☐ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☐ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

3.11 What uses are made of the results of the assessment?

☐ Kg/Grade1 readiness
☐ Student diagnosis or placement
☐ Student promotion
☐ High school graduation
☐ High school skills guarantee
☐ Improvement of instruction, curriculum
☐ Program evaluation
☐ School performance reporting, accountability
☐ School accreditation
☐ Student awards or recognition
☐ School awards or recognition
☐ Teacher evaluation or certification
☐ Teacher awards or recognition
☐ Other

3.12 Is this assessment program audited? Yes

Is this assessment program evaluated? Yes

Part 3. Program Components

Norm-Referenced Achievement Tests

Contact: Janet Crandell (614)466-0223

3.1 Purposes of component:

Accountability

3.2 Subjects, grades and numbers of students tested:

	Language	Math	Reading
K			
1			
2			
3			
4	124046	124046	124046
5			
6	124299	124299	124299
7			
8	114104	114104	114104
9			
10	102952	102952	102952
11			
12			
Total	341355	341355	341355

3.3 Which year was this assessment component first used in schools?

1989-1990

3.4 Who initially authorized the creation of this assessment component?

State board action

3.5 What methods determine which students are assessed?

- ☒ Universe
- ☐ Stratified random sampling
- ☐ Simple random sampling
- ☐ Cluster Sampling
- ☐ Other sampling

3.6 What test items are given to students? All receive same items

3.7 What types of test or assessments are used?

- ☒ Norm Referenced Testing (NRT)
- ☐ Criterion Referenced Testing (CRT)
- ☐ Performance Testing
- ☐ Portfolio Assessment
- ☐ Writing Samples
- ☐ Others

3.8 Are the tests normed? Yes

If yes, what norms are used to report scores?

☐ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☐ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

Nine widely used achievement tests are approved for use. Districts choose.

3.11 What uses are made of the results of the assessment?

☐ Kg/Grade1 readiness
☐ Student diagnosis or placement
☐ Student promotion
☐ High school graduation
☐ High school skills guarantee
☐ Improvement of instruction, curriculum
☐ Program evaluation
☐ School performance reporting, accountability
☐ School accreditation
☐ Student awards or recognition
☐ School awards or recognition
☐ Teacher evaluation or certification
☐ Teacher awards or recognition
☐ Other

3.12 Is this assessment program audited? Yes

Is this assessment program evaluated? Yes

WI

Respondent: Susan Ketchum
Title: Performance Assessment Program Specialist
Address: Bureau for Student Assessment
CityStZip: 125 South Webster Street, P.O. Box 7841
Phone: Madison WI 53707-7841
FAX: (608)267-0425

1.1 Brief description of state's assessment programs, who is tested, why and how results are used:

WISCONSIN STUDENT ASSESSMENT SYSTEM (WSAS):

The first stages begin in fall 1993, with a knowledge and concepts test of mathematics, science reasoning, reading, and English administered to all 8th and 10th graders in the state. A writing examination also will be a part of the annual tests. The American College Testing's instruments, PLAN and EXPLORE, are the initial instruments and were administered statewide on a voluntary basis in fall 1992 to phase in implementation of this component of the program. By 1996, a knowledge and concepts test in language arts and mathematics will be added at the fourth grade.

Performance assessment instruments in mathematics, language arts, science, and social studies are being developed in conjunction with the University of Wisconsin Center for Educational Research (WCER) and will be phased in by 1996. Portfolios of student projects and work are also to be developed as an ongoing part of performance assessments at the fourth, eighth, and tenth grades.

The results of the three components of the assessment system will be used as part of a statewide measure of important learner outcomes; will provide longitudinal assessment of student performance; and at tenth grade will provide information for a certificate of initial mastery that is integral to future educational and career planning.

THIRD GRADE READING TEST: Measures reading performance of all third grade students in Wisconsin. The test identifies the reading level of individual students with respect to a statewide performance standard, provides districts with information that will help them evaluate the effectiveness of their primary reading programs, and allows school districts to compare the performance of their students with state performance levels.

1.2 What important changes, if any, occurred in your state assessment programs last year?

The legislature took action to fund the development of Wisconsin Statewide Educational Goals, the administration of an every pupil measure of student knowledge and skills, plus the development of performance assessment instruments. By 1996, this three-component system, the Wisconsin Student Assessment System, as it is currently envisioned, will provide a profile of pupil, district, and statewide assessment information.

1.3 Are there changes you foresee for next year? If so, what are they?

During 1993, we expect to learn a great deal about the statewide, large- scale test administration of the paper-and-pencil component; and using standard setting process for the written knowledge and concepts tests. During the next biennium, the pilot phases of performance assessment task development and a portfolio feasibility study will be conducted. In addition, Wisconsin is developing a new set of educational goals intended to prepare students for life in the 21st century. The goals are of three types: learner goals, institutional goals, and societal goals. Learner goals refer to what students should know and be able to do as a result of their time in the educational system. When the goals are adopted, each will be more fully developed with corresponding attributes. Attributes describe the characteristics associated with a goal. The assessments developed for all three components of the Wisconsin Student Assessment System will measure appropriate aspects of the measurable learner outcomes resulting from the goals and attributes.

1.4 What is your state's policy for including special needs students (those with IEPs or LEP) in your assessment programs?

Students with Exceptional Educational Needs (EEN) and Limited-English Speaking Students (LES) should be given the opportunity to acquire and demonstrate their competence. Therefore, whenever possible, these students

should be included in the statewide assessments. The IEP must include a statement, consistent with the student's instructional program and the match with the content of the test, about the student's inclusion, exclusion, or modifications required for district testing programs. Decisions should be explained to the parents and districts should be able to document parental understanding.

1.5 What is the level of funding and staffing for your program for the current fiscal year?

	Development	Scoring...	Printing	Training	Total
Clerical					1.5
Professional					8.6
Consultant					
Total FTE					
Dollars	792000	818000			

1.6 What training or dissemination materials or techniques has your agency developed that other states could use?

The paper, "Measurable Learner Outcomes" by John D. Fortier and James M. Moser. The authors argue that there are important differences among types of educational targets and an imprecise use of the terminology. Outcomes, as redefined, are complex human behaviors that transcend disciplines but that may be contextualized within a variety of those disciplines in the form of authentic educational tasks. The focus is on identifying sequences of authentic educational tasks in which enabling competencies and skills are integrated and applied.

1.7 What new test development projects will your agency be working on next year?

Some of the effects of the state's new Wisconsin Student Assessment System (WSAS), coming on-line in 1992-93, are discussed in question 1.1 above.

1.8 Do students use calculators on your math or science tests?

	Math	Science
Used?	No	
Conditions of Use	Permitted	
Degree of Use	Parts	

1.9 Please identify the testing services for which your state used contractors during the past year.

- ☐ Test development
- ☐ Test administration
- ☐ Test scoring
- ☐ Analysis
- ☐ Reporting
- ☐ Other

1.10 Please identify the contactors used this past year.

Contractor: American College Testing
Address: 2201 North Dodge Street
P.O. Box 168
City: Iowa City IA 52243

Service: EXPLORE and PLAN achievement tests

Contractor: Center for Educational Research
Address: University of Wisconsin
1025 West Johnson Street
City: Madison WI 53706
Service: Performance task development in math and language arts

Contractor: MetriTech, Inc.
Address: 111 North Market Street
City: Champaign IL 61820
Service: Test development, grade 3 reading

Contractor: Questar Data Systems, Inc.
Address: 2905 West Service Road
City: Eagan MN 551212199
Service: Scoring and reporting, grade 3 reading

Part 2-A. Non-Traditional Test Items

2.1 Has your agency created any non-multiple choice exercises? ☐ Yes
If no do you plan to develop such items? ☐ Yes

Math	Enhance multiple choice	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
Math	Short answer open ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
Math	Extended response open-ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
Other	Enhance multiple choice	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
Other	Short answer open ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
Other	Extended response open-ended	Begun development	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
Science	Enhance multiple choice	Want to develop	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		
Science	Short answer open ended	Want to develop	Will become available later
Grades:	K 1 2 3 4 5 6 7 8 9 10 11 12		
	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐		

Science	Extended response open-ended	Want to develop	Will become available later
Grades: K 1 2 3 4 5 6 7 8 9 10 11 12 ☐☐☐☐☐☐☐☐☐☐☐☐☐			
Social Studies	Enhance multiple choice	Want to develop	Will become available later
Grades: K 1 2 3 4 5 6 7 8 9 10 11 12 ☐☐☐☐☐☐☐☐☐☐☐☐☐			
Social Studies	Short answer open ended	Want to develop	Will become available later
Grades: K 1 2 3 4 5 6 7 8 9 10 11 12 ☐☐☐☐☐☐☐☐☐☐☐☐☐			
Social Studies	Extended response open-ended	Want to develop	Will become available later
Grades: K 1 2 3 4 5 6 7 8 9 10 11 12 ☐☐☐☐☐☐☐☐☐☐☐☐☐			

Part 2-B. Writing Assessment

2.2 Does your agency currently assess writing or is it considering doing so?

Yes, currently test writing

2.3 Which of the following assessment methods do you use?

Multiple choice items

- ☐ Standardized tests-MC
- ☐ Commercial tests-MC
- ☐ Other source-MC

Writing samples in response to standard prompts

- ☐ Standardized tests-WS
- ☐ Commercial tests-WS
- ☐ Other source-WS

☐ Samples of existing work, portfolios

2.4 In which grades do you test writing?

K 1 2 3 4 5 6 7 8 9 10 11 12
☐☐☐☐☐☐☐☐☐☐☐☐☐

2.5 In these grades, who do you test?

☐ Every pupil is tested ☐ Item sampling is used

2.6 How many writing samples do you assess per student per year?

2

2.7 Do you assess revisions? ☐ Yes

2.8 How much time does a student have to produce a writing sample?

On demand **Hours:** 2 **Minutes:** 0
Weeks: **Days:**

2.9 What method do you use for scoring?

☐ Analytic ☐ Holistic ☐ Other method

2.10 Who developed the scoring rubric?

Commercial firm

2.11 Who scores the writing samples?

☐ Teachers in state ☐ Commercial company ☐ Other

2.12 Do you provide teacher training? ☐ Yes

2.13 In which content areas do you assess writing or are you considering doing so?

Currently test writing in:	Considering testing writing in:
☐ History, social studies	☐ History, social studies
☑ Science	☐ Science
☐ Math	☐ Math

2.14 Do you currently assess writing in cooperative group settings?

No

2.15 What technical assistance or research information related to writing would be helpful to you?

Part 2-C Mathematics Portfolios

2.16 Please describe the current status of state-sponsored efforts to develop portfolio based assessments in mathematics.

Planning to develop

2.17 Are complementary changes to your state's mathematics curriculum guidelines being planned or implemented to support the use of portfolios?

☐ Yes

If "yes," please describe:

Within 12 months, guides will be revised to be consistent with NCTM standards and Wisconsin's Measurable Learner Outcomes

2.18 Do you have any written materials available that describe your state's efforts to develop or implement portfolio-based assessments?

☐ Yes

2.19 Who should be contacted for further information?

Cynthia Pattison

2.20 Are you aware of any local or regional efforts in your state to develop and implement the use of portfolio-based assessments in mathematics? If so, please indicate where these efforts are occurring and, if possible, the name of a contact person for each site.

Site: Madison Public Schools
Contact: Joan Panepinto, School Psychologist

Phone: (608)247-4213

Part 3. Program Components

Third Grade Reading Test (TGRT)

Contact: Vicki Fredrick, e (608)267-7268

3.1 Purposes of component:

Measures reading performance of all third grade students in Wisconsin. The test: identifies the reading level of individual students with respect to a statewide performance standard; provides districts with information that will help them evaluate the effectiveness of their primary reading programs; and allows school districts to compare the performance of their students with state performance levels.

3.2 Subjects, grades and numbers of students tested:

	Reading
K	
1	
2	
3	58269
4	
5	
6	
7	
8	
9	
10	
11	
12	
Total	58269

3.3 Which year was this assessment component first used in schools?

1989

3.4 Who initially authorized the creation of this assessment component?

Legislative Mandate

3.5 What methods determine which students are assessed?

- ☒ Universe
- ☐ Stratified random sampling
- ☐ Simple random sampling
- ☐ Cluster Sampling
- ☐ Other sampling

3.6 What test items are given to students? All receive same items

3.7 What types of test or assessments are used?

- ☐ Norm Referenced Testing (NRT)
- ☒ Criterion Referenced Testing (CRT)
- ☐ Performance Testing
- ☐ Portfolio Assessment
- ☐ Writing Samples
- ☐ Others

3.8 Are the tests normed? No

If yes, what norms are used to report scores?

☐ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☐ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

3.11 What uses are made of the results of the assessment?

☐ Kg/Grade1 readiness
☐ Student diagnosis or placement
☐ Student promotion
☐ High school graduation
☐ High school skills guarantee
☐ Improvement of instruction, curriculum
☐ Program evaluation
☐ School performance reporting, accountability
☐ School accreditation
☐ Student awards or recognition
☐ School awards or recognition
☐ Teacher evaluation or certification
☐ Teacher awards or recognition
☐ Other

3.12 Is this assessment program audited? Yes

Is this assessment program evaluated? Yes

Part 3. Program Components

Wisconsin Student Assessment Program (WSAS)

Contact: Rajah Farah. Pr (608)267-9283

3.1 Purposes of component:

Knowledge and skills component of the "Wisconsin Student Assessment System" which together with performance and portfolio components is proposed to lead into a 10th grade gateway "Certificate of Initial Mastery."

3.2 Subjects, grades and numbers of students tested:

	English	Math	Reading	Science	Writing
K					
1					
2					
3					
4					
5					
6					
7					
8	48500	48500	48500	48500	48500
9					
10	52000	52000	52000	52000	
11					
12					
Total	100500	100500	100500	100500	48500

3.3 Which year was this assessment component first used in schools?

1992

3.4 Who initially authorized the creation of this assessment component?

Legislative Mandate

3.5 What methods determine which students are assessed?

- ☒ Universe
- ☐ Stratified random sampling
- ☐ Simple random sampling
- ☐ Cluster Sampling
- ☐ Other sampling

3.6 What test items are given to students? All receive same items

3.7 What types of test or assessments are used?

- ☒ Norm Referenced Testing (NRT)
- ☐ Criterion Referenced Testing (CRT)
- ☐ Performance Testing
- ☐ Portfolio Assessment
- ☒ Writing Samples
- ☐ Others

3.8 Are the tests normed? Yes

If yes, what norms are used to report scores?

☐ National norms ☐ Regional norms ☐ State norms ☐ Local norms ☐ Categorical norms

3.9 What kinds of tests or assessments are used?

Commercially available instruments:

☐ Off-the-shelf ☐ Customized off-the-shelf ☐ Built from item banks ☐ Custom developed

SEA developed:

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

LEA Developed

☐ With development assistance from universities
☐ With development assistance from consultants
☐ With development assistance from commercial testing firm
☐ Other

3.10 If you use off-the-shelf of item-banked commercially available instruments, please name them:

ACT's PLAN and ACT's EXPLORE

3.11 What uses are made of the results of the assessment?

☐ Kg/Grade1 readiness
☐ Student diagnosis or placement
☐ Student promotion
☐ High school graduation
☐ High school skills guarantee
☐ Improvement of instruction, curriculum
☐ Program evaluation
☐ School performance reporting, accountability
☐ School accreditation
☐ Student awards or recognition
☐ School awards or recognition
☐ Teacher evaluation or certification
☐ Teacher awards or recognition
☐ Other

3.12 Is this assessment program audited? Yes

Is this assessment program evaluated? Yes